



The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023

Commissioned by



Department
for Education

Created by



This template can be used for multiple purposes:

- It enables schools to effectively plan their use of the Primary PE and sport premium
- It helps schools to meet the requirements (as set out in guidance) to publish information on their Primary PE and sport premium
- It will be an effective document to support Ofsted inspections enabling schools to evidence progress in Physical Education (PE) and evidence swimming attainment, which forms part of the PE National Curriculum. We would recommend schools consider the Intent, Implementation and Impact of any spend, as examined within the Education Inspection Framework.

It is important that your grant is used effectively and based on school need.

Schools must use the funding to make **additional and sustainable improvements** to the quality of the PE, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- Develop or add to the PESSPA activities that your school already offers.

The Primary PE and sport premium should not be used to fund capital spend projects; the school's core budget should fund these. Further detail on capital expenditure can be found in the updated [Primary PE and sport premium guidance](#).



The Primary PE and sport premium guidance, outlines 5 key priorities that funding should be used towards. It is not necessary that spending has to meet all the key priorities, you should select the priorities that you aim to use any funding towards.

Although completing this template is not a requirement for schools, schools are required to publish details of how they spend this funding. Schools must also outline what the impact this funding has had on pupils' PE and sport participation and attainment and how any spending will be sustainable in the future. **All funding must be spent by 31st July 2024.**

The Department for Education has worked closely with the Association for Physical Education (afPE) and the Youth Sport Trust (YST) to develop this template and encourages schools to use it. This template is an effective way of meeting the reporting requirements of the Primary PE and sport premium.

Review of last year's spend and key achievements (2022/2023)

Activity/Action	Impact	Comments
Mrs Blackford completed a Level 4 Qualification in Supporting Pupils Through Physical Education and shared this information with all staff through CPD sessions.	Staff were able to support children better through PE and ensure their wellbeing was a priority. This improved the quality of PE provision and had a positive impact on pupil's mental health.	Staff will be encouraged to incorporate this in their teaching on a day to day basis to promote pupil wellbeing.
Mrs Blackford and Mr Baugh completed the Swimming Safety Award for Teachers.	Swimming groups were smaller because more staff were qualified to teach swimming. Children learnt more skills and progress was accelerated.	Staff will continue to complete qualifications to ensure there are plenty of staff to deliver swimming effectively.
PE was delivered in two-hour blocks to every year group in KS1 & 2. This helped to improve engagement in PE. A PE specialist delivered PE across the school and was able to deliver PE to the primary pupils at a high level. PE teacher was able to coach staff, through CPD and team-teaching sessions. PE was monitored to ensure high quality PE lessons were delivered at all times.	Pupils experienced quality assured PE teaching at all times either by specialist provision or by the well-trained staff. Pupils' engagement and enjoyment was high in lessons and they readily acquired new skills effectively.	Staffing budget will continue to be used to facilitate PE specialist.
A range of equipment for EYFS, KS1 and KS2 was purchased specifically to enhance the teaching of the PE curriculum and ambitious extra-curricular program.	Children's daily participation in physical activities across the school increased. A broader curriculum was offered with an increased range of equipment. Children were	The equipment will continue to be maintained and audited and new equipment purchased where necessary.

<p>The aim was to provide a wider selection of excellent equipment to raise expectations, achievement and enjoyment. Playground equipment was also provided for all children to use at break and lunchtime.</p>	<p>able to practise sport using sustainable, excellent quality equipment to raise expectations, enjoyment and engagement. Overall, the quality of teaching and learning has increased.</p> <p>During break and lunchtime children had the opportunity to participate in a range of activities: football, kwik cricket, volleyball, rounders, basketball, handball, hockey, playground games, throwing & catching games and skipping. Children have been much more active across each day. This has helped to improve children’s mental and physical wellbeing.</p>	<p>A range of equipment will continue to be provided to make playtimes as active as possible.</p>
<p>A variety of activities were offered for children to participate in across National School Sports Week.</p>	<p>Students enjoyed getting involved and being active. They completed activities in basketball, track and field, boxing, yoga and rugby. Student’s knowledge and understanding of a healthy lifestyle improved which will help them to make better-informed decisions in the future.</p>	<p>Continue to provide engaging activities as part of National School Sports Week.</p>
<p>Sports for Champions - Children participated in a sponsored fitness event.</p>	<p>Bex Rayner (England Ladies Footballer) gave a presentation, and ran a circuit for the children to complete. She then gave a football demonstration This helped to inspire the children to work hard in sport and try to find an activity they are passionate about. It helped to motivate the children to always strive to be the best they can be and believe they can achieve anything they want if they are willing to work hard.</p>	<p>Continue to organise a Sport for Champions event each year.</p>
<p>Built on the ‘good behaviour’ (Ofsted Nov’21) at a whole school level using PE as a key driver in raising the standards. PE opportunities were used as rewards and built into the Good to Be Green (G2BG) behaviour system, having weekly sessions delivered and termly whole school events organised – through enrichment activities.</p>	<p>Pupils’ behaviour has improved, and more pupils are being active. Pupil engagement has increased in clubs and attitudes to learning has also improved.</p>	<p>To continue to embed the values of PE across the whole curriculum in all lessons – cooperation, collaboration, teamwork, mutual respect, gracious in defeat, leadership etc.</p>

<p>Activities and experiences linked to the wider school curriculum to enhance children’s learning and provide enrichment. Research was carried out into providers/activity centres to see what was on offer.</p> <p>Year 4 climbed the Wrekin as part of their Mountains and Rivers Topic (Summer 1)</p> <p>Year 5 experienced an Olympic theme day in school provided by Progressive Sports, linked to Greek topic.</p>	<p>This made the work they completed in class more meaningful to them. It gave them an opportunity to develop previous knowledge of the hill/Greeks further. Children enjoyed the opportunity to participate in activities they do not usually have chance to participate in. This helped to motivate and engage children in PE further. These sessions widened their experience of sport and provided an opportunity for children who feel they are not sporty; to experience an activity they enjoyed.</p> <p>This helped the children to lead an active lifestyle which had a beneficial impact on their physical and mental wellbeing</p> <p>Staff who observed the session feel more confident when delivering PE and extra-curricular sessions.</p>	<p>Children to have further opportunities to experience new activities.</p>
<p>Improve confidence and safety riding their bike. Reception completed a Balance Bike course.</p> <p>Year 6 completed Bikeability level 1 and 2.</p>	<p>Children have greater confidence on their bikes and ride them in a safer manner. Children’s knowledge of the highway code and road awareness has improved. The children thoroughly enjoyed the course and are passionate about riding their bikes regularly.</p>	<p>Strengthen links with Bikeability provider who will work with students each year to become more confident and safer when riding their bike.</p>
<p>Worked towards recognised School Sports Award for the school. More pupils represented the school at sporting competitions – athletics, football, hockey, dodgeball & rugby. Pupils achievements have been celebrated as part of whole school assemblies, in the weekly newsletter & on Twitter. Player of the match awards were used to celebrate conduct, attitude and performance in sporting competition.</p>	<p>Many sporting competitions have been attended across the district. Bloxwich have had increased success and participation in sporting competitions this academic year. A significant number of pupils have wanted to participate in external competitions and represent the school.</p>	<p>Establish more links with local schools. By the end of KS2, we aim for 90% of children to have represented the school in a form of competitive sport. Continue to build on these successes next year to progress even further in competitions & leagues.</p>

Key priorities and Planning 2023-24

This planning template will allow schools to accurately plan their spending.

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impact and how sustainability will be achieved?	Cost linked to the action
<p>All pupils to receive 2 hours taught PE a week</p> <p>Includes specialist sports provision & COD</p> <p>Organise a play leaders' course. Enhance activity at break times through the use of play leaders from within the school. Train play leaders to lead activities.</p> <p>Pupils to take part in Trust competitions, ensuring that there is a range of ages and abilities.</p>	<p>All pupils</p> <p>Play buddies Sports ambassadors Other children participating</p> <p>All children Lunchtime supervisors Teaching assistants</p>	<p>Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p> <p>Key indicator 2: The engagement of all pupils in regular physical activity.</p> <p>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</p> <p>Play leaders</p> <p>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>Key indicator 2: The engagement of all pupils in regular physical activity.</p> <p>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p>	<p>All pupils have had 2 hours of high-quality PE teaching each week. All teachers have benefited from high quality CPD from a specialist, which has rotated throughout the year to ensure that all teachers received targeted support and feedback.</p> <p>This helped to develop pupils' leadership skills and self-confidence. Pupils got an opportunity to become play buddy leaders.</p> <p>Younger students involved in the play buddy scheme benefited in terms of their skills, understanding, and mental health.</p> <p>The Play Leaders booklet was used in the leadership unit delivered to Year 5 & 6. Children's playtimes became much more active, and they had the opportunity to participate in a range of activities. This helped to improve children's mental and physical wellbeing.</p>	<p>PE specialist PE teacher delivering the PE.</p> <p>Progressive Sports Coaches used for delivery of alternative sports & CPD for staff. £7762.65</p> <p>Playtime buddy training £250</p>

<p>Increase daily participation in physical activities by introducing structured activities at lunchtime.</p> <p>Offer a broad curriculum and extra –curricular program</p> <p>Quidditch Day for all years</p> <p>Equipment purchased for extra – curricular club</p>	<p>All children All staff</p> <p>All children All staff</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 5: Increased participation in competitive sport.</p> <p>Key indicator 2: The engagement of all pupils in regular physical activity.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>A range of equipment for EYFS, KS1, and KS2 was purchased specifically to enhance the teaching of the PE curriculum and ambitious extra-curricular program.</p> <p>The aim was to provide a wider selection of excellent equipment to raise expectations, achievement, and enjoyment.</p> <p>All staff received CPD on PE and activities within the curriculum.</p>	<p>Sport equipment purchased - £1847.15</p> <p>Quidditch day - £1771.20</p> <p>Equipment purchased - £1296.00</p>
<p>Provide engaging PE activities for Good to be Green rewards</p>	<p>All children All staff</p>	<p>Key indicator 2: The engagement of all pupils in regular physical activity.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>The equipment continued to be maintained and audited, and new equipment was purchased where necessary.</p> <p>Progressive Sports, providing engaging activities as part of G2BG rewards, helped to improve behaviour.</p> <p>Staff observing activities gained further knowledge, and their confidence improved. These sessions widened children's experience of sport.</p>	<p>Progressive sports – Reward & alternative activities</p>
<p>Provide activities linked to the curriculum which enhance children’s learning and provide enrichment.</p>	<p>KS2 children All staff</p>	<p>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>Key indicator 2: The engagement of all pupils in regular physical activity.</p> <p>Key indicator 3: The profile of PE and</p>	<p>It provided an opportunity for children to be more active.</p> <p>This helped to make the work more meaningful and developed previous knowledge further.</p>	

<p>Pickleball introduced into the curriculum</p>		<p>sport is raised across the school as a tool for whole school improvement.</p> <p>Key indicator 2: The engagement of all pupils in regular physical activity.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p>	<p>All staff received CPD on Pickleball.</p> <p>Pickleball equipment was purchased so it could be included in the curriculum every year.</p> <p>A wider selection of excellent equipment helped improve engagement, achievement, and enjoyment.</p>	
<p>Organise balance bike training for reception children and Level 1 and 2 Bikeability for year 6 children</p>	<p>Reception children Year 6</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>The aim was for children to have greater confidence on their bikes and ride them in a safe manner. Children's knowledge of the highway code and road awareness improved.</p> <p>More children met the daily physical activity goal. Links were strengthened with Bikeability providers who worked with students each year to help them become more confident and safer when riding their bikes.</p>	<p>UK Central provided staff CPD & equipment purchased - £470</p> <p>Balance Bike for EYFS & Bikeability KS2 - £4400</p>
<p>Provide a trip focused on careers - Molineux Tour Trip</p> <p>Increase opportunities for</p>	<p>Year 4 children will get the opportunity to have a behind the scenes tour.</p>	<p>Key indicator 2: The engagement of all pupils in regular physical activity.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>The children learned about jobs and careers linked to PE and sport.</p> <p>This helped children become more aspirational and demonstrated the importance of leading an active and healthy life.</p>	<p>Coach hire - £567</p>

<p>children to participate in competitive sport.</p> <p>Purchase of school uniform – kit for KS2</p> <p>Organise residential trips for year 3, 4, 5 and 6</p> <p>Provide activities linked to the curriculum which enhance children’s learning and provide enrichment.</p> <p>Include balance bike activities on PE curriculum.</p> <p>Physical breaks to be used to refocus children and improve concentration.</p> <p>Encourage greater participation in sports clubs.</p>	<p>KS2 children</p> <p>Opportunity for children to have an experiences away from home. Try new experiences and push themselves outside their comfort zones.</p> <p>Trip to climb the Wrekin as part of their Mountains and Rivers Topic (Summer 1)</p> <p>Year 5: Olympic theme day in school provided by Progressive Sports, linked to Greek topic.</p> <p>EYFS children</p> <p>Every class does the daily mile</p> <p>Target pupil premium and SEND pupils to ensure that they are included in school clubs</p>	<p>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</p> <p>Key indicator 5: Increased participation in competitive sport.</p> <p>Key indicator 2: The engagement of all pupils in regular physical activity.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 5: Increased participation in competitive sport.</p> <p>Key indicator 2: The engagement of all pupils in regular physical activity.</p> <p>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 2: The engagement of all pupils in regular physical activity.</p>	<p>Affiliation to Walsall Primary Football provided KS2 boys and girls with more opportunities to participate in competitive football.</p> <p>Participation in School Games events provided many opportunities for children to participate in a range of sports.</p> <p>Establishing more links with local schools increased participation in competitive sport.</p> <p>Residential trips helped to build children's independence, resilience, and self-confidence. This had a beneficial impact on pupils' wellbeing.</p> <p>The values of PE—cooperation, collaboration, teamwork, mutual respect, graciousness in defeat, and leadership—continued to be embedded.</p> <p>EYFS children had more opportunities to ride balance bikes, and their skills and confidence developed further.</p> <p>Daily Mile initiative had a significant impact on both pupils and the school environment, improving physical and mental well-being while promoting a sustainable</p>	<p>Walsall Schools FA Affiliation - £92</p> <p>Affiliation to WSGO - £750</p> <p>Kit - £926.40</p> <p>Residentials transport - Y6 £1200 Y5 £750 Y4 £650 Y3 £550</p> <p>£450 Transport to Wrekin</p>
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<p>Review curriculum map to ensure coverage of a range of sporting activities and challenges.</p> <p>Pupil voice to be used to help determine activities in curriculum and extracurricular.</p> <p>Use sports week and other occasions to provide a wider range of opportunities for children to take part.</p>	<p>A greater range of pupils.</p> <p>Pupil participation in a range of sports.</p> <p>Successful sports week including a range of sports. Each year group been offered an opportunity to participate in two different sporting activities with professionals and different sports with their teachers.</p> <p>Children have been</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 2: The engagement of all pupils in regular physical activity.</p>	<p>approach to health. Every class participated in the activity, ensuring that all pupils reaped the benefits.</p> <p>Kelloggs Gym club run by specialist provider was popular and oversubscribed.</p> <p>Teacher run clubs (e.g. football club) have high had participation, however these are not always sustainable due to workload.</p> <p>This has been most successful when coaches have been pro-active and have organised sports and games for children to play.</p>	<p>Release time for PE lead to work with HT</p> <p>Sports week:</p> <p>Resources:</p> <p>£100</p>
<p>Alternative provision (off-site) and use of facilities for range of PE and aid in transition to secondary (Y6 pupils)</p>	<p>Pupil able to access a greater range of sports by using Barr Beacon Leisure Centre – this included indoor hockey, basketball, fitness suite and swimming</p> <p>Pupil participation in a range of sports.</p>	<p>Key Indicator 4:</p> <p>Broader experience of a range of sports and activities offered to all pupils</p>	<p>Off-site activities encouraged teamwork, resilience, and confidence, helping pupils develop social skills and emotional maturity needed for secondary school.</p>	<p>Transport/ Coaches to Barr Beacon School</p> <p>£4562.50</p>
<p>Use of school minibus to transport pupils to matches</p>	<p>Pupils able to compete in local leagues more readily. Staff taking minibus driving test.</p>	<p>Key indicator 5: Increased participation in competitive sport.</p>	<p>Pupils – boy and girls were successful in a few leagues to latter stages- confidence and cooperation levels increased</p>	<p>Minibus costs - tyres, MOT, service</p> <p>£591</p>
<p>Pupils – Bollywood dance experience</p>	<p>Bollywood dance incorporates a range of dynamic movements that help improve flexibility, balance, and agility.</p>	<p>Key Indicator 4:</p> <p>Broader experience of a range of sports and activities offered to all pupils</p>	<p>Pupils gained an appreciation for cultural diversity, learning about the traditions and significance behind Bollywood dance, which contributed to their social and emotional development.</p> <p>Participating in dance encouraged self-expression and built confidence, allowing pupils to</p>	<p>£453.60</p>

<p>Pupils & parents –Splats Circus skills experience/workshop</p>	<p>Pupils improve coordination, balance, and motor skills through activities like juggling, balancing, and acrobatics, contributing to their overall physical fitness.</p>	<p>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>explore creative movement in a fun and supportive environment.</p> <p>Learning new, challenging skills helped build confidence and resilience as pupils persisted through trial and error, celebrating small achievements along the way. Involving parents/carers fostered positive parent-child relationships, allowing them to share the learning experience and strengthen their connection.</p>	<p>£936.00</p>
<p>Purchase of a Bloxwich Academy water bottle for every child.</p>	<p>Ensuring that all pupils have access to water encourages regular hydration, which is crucial for physical health, concentration, and overall well-being, particularly during physical activities.</p>	<p>Key indicator 2: The engagement of all pupils in regular physical activity. Having a personal water bottle readily available can increase pupils’ willingness to engage in physical education classes and extracurricular sports, knowing they can stay hydrated.</p>	<p>Reusable water bottles reduce single-use plastic waste, aligning with environmental sustainability goals. This fosters a culture of responsibility and care for the environment among pupils.</p>	<p>£1200</p>

Key achievements 2023-2024

This template will be completed at the end of the academic year and will showcase the key achievements schools have made with their Primary PE and sport premium spending.

Activity/Action	Impact	Comments
<p>KS2 play buddies and year 5 and 6 sports ambassadors completed a play leader's course.</p>	<p>This helped to develop children's leadership skills and self-confidence. Pupils were given an opportunity to become play buddy leaders.</p> <p>This has had a beneficial impact on pupil progress and helped to build well-rounded confident individuals.</p> <p>Younger students involved in the play buddy scheme have benefited in terms of their skills, understanding and mental health.</p>	<p>Play buddy leader system will continue to be used in the future.</p>
<p>Increase daily participation in physical activities by introducing structured activities at lunchtime.</p>	<p>Children's playtimes have been much more active. Children have had the opportunity to participate in a range of activities: football, cricket, volleyball, rounders, basketball, handball, hockey, playground games, throwing & catching games and skipping.</p> <p>Children have been much more active across each day helping to achieve their daily physical activity goal. This has helped to improve children's mental and physical wellbeing.</p>	<p>Playground equipment will continue to be provided for all children to use at break and lunchtime.</p>
<p>Offer a broad curriculum and extra –curricular program.</p>	<p>A broader curriculum has been offered with an increased range of equipment. Children have been able to practise sport using sustainable, excellent quality equipment to raise expectations, enjoyment and engagement. Overall, the quality of teaching and learning has increased.</p>	<p>Curriculum and extra-curricular program will be reviewed using pupil voice.</p>
<p>Provide engaging PE activities for Good to be Green rewards.</p>	<p>Increasing the PE opportunities as rewards built into the Good to Be Green (G2BG) behaviour system has been very positive. Children have had weekly sessions delivered and termly whole school events organised</p>	<p>G2BG activities will continue to build on the 'good behaviour' (Ofsted Nov'21) at a whole school level using PE as a key driver in raising the standards.</p>

<p>Provide activities linked to the curriculum which enhance children's learning and provide enrichment.</p>	<p>through enrichment activities. Sports ambassadors were asked to have an input into the activities that were offered which meant children were even more engaged.</p> <ul style="list-style-type: none"> • NFL (A mix of American Football and Tag) • Futsal • Nerf Wars • Golf • Circus skills • Quidditch <p>Pupils' behaviour has improved, and more pupils are being active.</p> <p>Pupil engagement has increased in clubs and attitudes to learning has also improved.</p> <p>Children enjoyed the opportunity to participate in activities they do not usually have chance to participate in. This helped to motivate and engage children in PE further. These sessions widened their experience of sport and provided an opportunity for children who feel they are not sporty; to experience an activity they enjoyed.</p> <p>Discussions took place with year groups about activities to enhance children's learning and provide enrichment opportunities.</p> <p>Research was carried out into providers/activity centres to see what is on offer.</p> <p>Year 4: Trip to climb the Wrekin as part of their Mountains and Rivers Topic (Summer 1)</p> <p>Year 5: Olympic theme day in school provided by Progressive Sports, linked to Greek topic.</p> <p>This made the work they completed in class more meaningful to them. It gave them an opportunity to develop previous knowledge of the hill/Greeks further.</p>	<p>More enrichment opportunities will be added to the curriculum to build on successes from this year.</p>
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<p>Pickleball introduced into the curriculum.</p>	<p>Pickleball equipment has been purchased and it has been included on the curriculum. Pickle ball introduced into the curriculum. Children have enjoyed being introduced to a new activity and have found the skills easier to develop than tennis which has helped to improve their overall progress. All staff received CPD on Pickleball to develop their knowledge and understanding of the game.</p>	<p>Pickleball will continue to be developed across KS2.</p>
<p>Organise balance bike training for reception children and Level 1 and 2 Bikeability for year 6 children</p>	<p>Reception children completed a Balance Bike training course. Some year 6 children completed Bikeability level 1 and 2. Children have greater confidence on their bikes and ride them in a safe manner. Children's knowledge of the highway code and road awareness has improved. The children thoroughly enjoyed the course and are passionate about riding their bike regularly.</p>	<p>These courses will continue to be organised for reception and year 6 children.</p>
<p>Provide a trip focused on careers - Molineux Tour Trip</p>	<p>Year 4 children had the opportunity to participate in a behind the scenes tour at the Molineux. The children learnt about jobs/careers linked to PE/sport. They got to explore jobs they may not have thought about before that exist at the stadium e.g. groundsman, physiotherapist. Children began to start thinking about their own future and what they might like to do as a career when they grow up. The children also learnt about the importance of leading a healthy and active life in the future.</p>	<p>This trip helped children to become more aspirational.</p>
<p>Increase opportunities for children to participate in competitive sport.</p>	<p>Affiliating to Walsall Primary Football gave KS2 children more of an opportunity to participate in competitive football. Year 3, 4, 5 & 6 boys and girls football teams have participated in regular fixtures and competitions and have been very successful. Year 3 & 4 boys won the league. Year 5 & 6 girls and boys teams both reached the final.</p>	<p>The success of competitive football across KS2 will continue to be developed next year.</p>

<p>Organise residential trips for year 3, 4, 5 and 6 Year 3 - Woodlands (2 nights) Year 4 – Woodlands (2 nights) Year 5 – Woodlands (2 nights) Year 6 – Bryntysilio (4 nights)</p> <p>Include balance bike activities on PE curriculum</p>	<p>This gave year 3, 4, 5 & 6 an opportunity to experience activities they may never have experienced before. They developed a range of skills in high ropes, tomahawk throwing, zip lining, orienteering, circus skills, ultimate frisbee, fire lighting and shelter building. These residential trip helped to build children’s independence, resilience and self-confidence. This had a beneficial impact on pupil’s wellbeing and helped them to develop into well-rounded individuals.</p> <p>This has helped reception children to develop their cycling skill further and build on the skills learnt during the balance bike training. Reception children have greater confidence on their bikes and ride them in a safe manner.</p>	<p>Residential trips will be organised each year for year 3, 4, 5 and 6.</p>
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Swimming Data

Meeting National Curriculum requirements for swimming and water safety.

Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	31%	Bloxwich Secondary School pool was out of use so we were unable to use it, therefore we had to travel to Barr Beacon and use their pool instead. This meant additional swimming being offered after school for children who needed it, had a very low uptake. Most of our children do not have the opportunity to swim outside of school so their ability and confidence is very low.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	5%	Bloxwich Secondary School pool was out of use so we were unable to use it, therefore we had to travel to Barr Beacon and use their pool instead. This meant additional swimming being offered after school for children who needed it, had a very low uptake. Most of our children do not have the opportunity to swim outside of school so their ability and confidence is very low.

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>21%</p>	<p>Bloxwich Secondary School pool was out of use so we were unable to use it, therefore we had to travel to Barr Beacon and use their pool instead. This meant we were offering swimming after school for children who needed it but we had to pay for transport of the pupils by coach.</p> <p>Most of our children do not have the opportunity to swim outside of school so their ability and confidence is very low. A lot of our pupils did not want to do it</p>
<p>If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?</p>	<p>No</p>	<p>Bloxwich Secondary School pool was out of use so we were unable to use it, therefore we had to travel to Barr Beacon and use their pool instead.</p> <p>This meant we were offering swimming after school for children who needed it but we had to pay for transport of the pupils by coach.</p> <p>Children were reluctant to attend and numbers were low. Most of our children do not have the opportunity to swim outside of school so their ability and confidence is very low. A lot of our pupils did not want to do it.</p>
<p>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>	<p>Yes</p>	

Signed off by:

Head Teacher:	<i>S Shepherd</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>R Blackford</i>
Governor:	
Date:	30 th July 2024